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ABSTRACT

The Arizona Minority Education Policy Analysis Center (AMEPAC) is a policy center of the Arizona Commission for Postsecondary Education. AMEPAC's mission is to stimulate, through studies, statewide discussion, and debate, constructive improvement of Arizona minority students' early awareness, access, and achievement throughout all sectors of education. This resource guide offers minority student demographics, with each section providing information on students by gender and by race/ethnic population. Arizona has a more diverse population than the national average, with 35.3% of the population being people of color, compared to the national average of 29.4%. Hispanic populations comprise the largest (25.3%) race/ethnicity, followed by Native Americans (5.0%), African Americans (3.1%), and Asian Americans (1.9%). Addresses the following educational issues, with statistical tables: (1) PK-12 enrollment; (2) Dropout Rates; (3) Graduation Rates; (4) Advanced Placement Tests; (5) Eligibility for University Enrollment; (6) Act and SAT Test Scores; (7) College Enrollment, by institution type; (8) Graduation Rates, Postsecondary; (9) and 2001 Enrollments, by institution, age and ethnicity. Contains 11 tables, 4 figures, and glossary. Includes 18 demographic- and education-related resources, with Internet addresses where available. (NB)

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Arizona Minority Student Success Report

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Arizona Minority Education Policy Analysis Center

A policy analysis center of the
Arizona Commission for Postsecondary Education

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EXECUTIVE SUMMARY

Arizona Minority Education Policy Analysis Center (AMEPAC) is a policy center of the Arizona Commission for Postsecondary Education. AMEPAC's mission is to stimulate, through studies, statewide discussion, and debate, constructive improvement of Arizona minority students' early awareness, access, and achievement throughout all sectors of education.

While there are several state reports that incorporate minority access and success in education, AMEPAC is excited to provide policy makers, educators, and the public with a comprehensive resource guide of minority student demographics, as well as K-12 and postsecondary information.

Each section provides information on students by gender and by race/ethnic populations (African American, Asian American, Hispanic, Native American, and White).

DEMOGRAPHICS

Age Distribution: [2000]

- 29.3% of Arizona's population is school aged students (ages 5-24)

Race/Ethnicity: [2000]

- 35.3% of Arizona's population is comprised of people of color
  - 25.3% Hispanic
  - 5.0% Native American
  - 3.1% African American
  - 1.9% Asian/Pacific Islander

Educational Attainment: [2000]

- 29.6% of Arizona's citizenry have achieved an Associate's degree or higher

New High School Graduates:

- 44,738 in 2002-2003 (est.)
- 53,683 in 2011-2012 (est.)

PK-12

Enrollment: [2000]

- 46% of total PK-12 enrollment is comprised of students of color
  - 32.7% Hispanic
  - 6.8% Native American
  - 4.5% African American
  - 2.0% Asian American
- 15.9% increase in minority student enrollment between 1997 and 2000
- 48.5% females, 51.5% males

AIMS: [2001]

- African American, Hispanic, and Native American students consistently score lower on all sections of the AIMS compared to white and Asian students
- Females generally score higher on reading and Writing, while males generally score higher on the math test

Dropout Rates: [2002]

- 13.1% annual dropout rates for minority students more than double white student dropout rates of 6.4%
- 10.4% of males drop out annually compared to 8.5% of females
- $47.8 million is lost annually in tax revenues to the state because of lower incomes of dropouts

Graduation Rates: [2001]

- 59.5% four-year graduation rates for minority students compared to 79.5% for white students
- 74.5% females, 67.3% males

Advanced Placement: [2002]

- 56% of minority students scored 3 or higher compared to 63.5% of white student test takers
- 22.5% of test takers were students of color

Eligibility for University: [1998]

- 41.7% of all students were eligible for university admission based on 16 core course requirements
- 61.8% Asian Americans
- 29.0% Hispanics
- 27.1% African Americans
- 21.4% Native Americans

ACT/SAT Scores: [2002]

- 18.5 ACT mean score for Arizona minority students/ 18.1 ACT mean score for National minority students
- 979 SAT mean score for Arizona minority students/ 941 SAT mean score for National minority students
- Arizona minority student scores do not meet current university admission standards for Arizona's public universities of 21 ACT or 1040 SAT

POSTSECONDARY

College Enrollment: [2002]

- 28.5% minority student enrollment in Arizona
- Proportion of enrollment made up of minority students
  - 22.4% at public four-year
  - 32.2% at public two-year
  - 25.2% at private four-year
  - 40.8% at private two-year
- 55.2% female, 44.8% male

Degrees Awarded: [2001]

- 197% increase in Associate degrees awarded to minority students (1991 to 2001)
- 70% increase in Bachelor's degrees awarded to minority students (1991 to 2001)

Institutional Listing/Enrollment: [2001]

- A listing of Arizona's postsecondary institutions is provided (page 13) including enrollment by gender and race/ethnicity

AMEPAC's Arizona Minority Student Success Report is designed to provide information on minority students in Arizona's education system to help guide policy, disseminate information, and prompt additional research to improve minority students' early awareness and achievement in all sectors of education.

NOTES: Several different sources were used to compile the information for this minority student success report. In doing so, race/ethnic definitions varied. It is important to acknowledge that while one racial/ethnic name is used to identify a group for consistency in this report, it does not capture the multitude of different students, cultures, and student racial/ethnic identifications.

The most current data available was used to provide information for this report. The years fluctuate throughout the report due to varying report schedules and information availability through national databases.

Tables identifying "total minority" are weighted averages for African American, Asian American, Hispanic, and Native American student populations.

Sources and notes are provided for all data starting on page 19, and a glossary of terms is provided starting on page 21.

DEMOGRAPHICS

Arizona's population is younger than the national average with over one-fourth (29.3%) of the age distribution being school aged students (ages 5 to 24).

Arizona also has a more diverse population than the national average with 35.3% being people of color compared to the national average of 29.4%.

Hispanic (25.3%) populations comprise the largest race/ethnicity among people of color in Arizona, followed by Native Americans (5.0%), African Americans (3.1%), and Asians Americans (1.9%).

Arizona Population: [2000]	5,130,632 (Rank: 20)	
Age distribution:	**State:**	**Nation:**
Up to 4	7.5%	6.8%
5 to 14	15.0%	14.6%
15 to 19	7.2%	7.2%
20 to 24	7.1%	6.7%
25 to 44	29.5%	30.2%
45 to 64	20.9%	22.0%
65 and older	13.0%	12.4%
Racial and ethnic distribution:	**State:**	**Nation:**
African American	3.1%	12.3%
Asian American	1.8%	3.6%
Hispanic (may be any race)	25.3%	12.5%
Native American	5.0%	0.9%
Pacific Islander	0.1%	0.1%
White	75.5%	75.1%
Other single race	11.6%	5.5%
More than one race	2.9%	2.4%

Arizona's citizenry have lower educational attainment levels than the national average with 29.6% having achieved at least an Associate's degree or higher compared to the national average of 31.6%.

Arizona's per capita personal income ($25,479) is lower than the national average ($30,271). Arizona also has slightly higher poverty rates (12%) than the national average (11.5%).

Policy makers need to be aware of the growing number of high school graduates in the state. By 2011-2012, Arizona's high school graduates are expected to increase by 20% compared to the national average of 3.6%.

Educational attainment of adults (highest level): [2000]	**State:**	**Nation:**
8th grade or less	7.5%	6.9%
Some high school, no diploma	11.0%	11.5%
High-school diploma	26.6%	29.5%
Some college, no degree	25.4%	20.5%
Associate degree	7.1%	6.5%
Bachelor's degree	14.5%	16.1%
Graduate or professional degree	8.0%	9.0%
Per-capita personal income:	$25,479	$30,271
Poverty rate:	12.0%	11.5%
New high-school graduates in:		
2002-3 (estimate)	44,738	2,938,453
2011-12 (estimate)	53,683	3,045,628

PK-12 ENROLLMENT

Students of color comprise 46% of the total student enrollment in Arizona's public elementary and secondary schools. Students of Hispanic origin represent the largest proportion of students of color (32.7%), followed by Native Americans (6.8%), African Americans (4.5%), and Asian Americans (2.0%).

Policy makers will need to pay close attention to the growing number of students of color in the PK-12 system. Between academic years 1997 and 2000, the percentage of minority students (15.9%) has increased substantially versus white students (4.0%).

The number of males and females are almost equal with males comprising a small majority (51.5%) for the total system.

Figure 1
Increased PK-12 Enrollment Counts for Minority and White Students
1997-2000

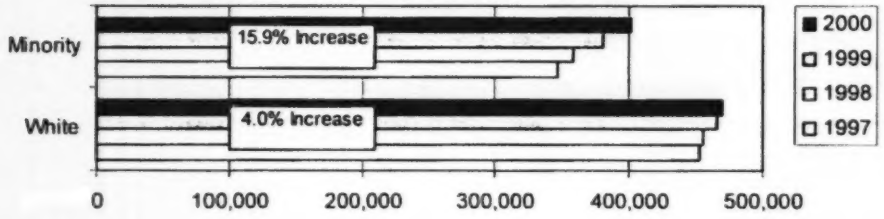

Table 1
PK-12 Enrollment by Grade, Race/Ethnicity, and Gender
1999-2000

	African American	Asian American	Hispanic	Native American	White	Female	Male	Total
PS	185	85	1,952	331	2,896	1,982	3,467	**5,449**
K	3,114	1,329	25,653	4,122	33,620	32,847	34,991	**67,838**
1	3,514	1,406	26,835	4,759	36,151	35,275	37,390	**72,665**
2	3,433	1,296	25,885	4,650	36,067	34,778	36,553	**71,331**
3	3,298	1,364	24,778	4,820	37,284	34,538	37,006	**71,544**
4	3,434	1,308	24,193	4,775	37,549	34,963	36,296	**71,259**
5	3,147	1,326	22,319	4,880	37,108	33,623	35,157	**68,780**
6	3,135	1,253	21,621	4,802	37,049	33,286	34,574	**67,860**
7	2,948	1,247	21,249	4,912	36,574	32,510	34,420	**66,930**
8	2,863	1,213	20,308	4,538	36,816	32,175	33,563	**65,738**
9	3,089	1,314	21,753	5,986	38,444	34,128	36,458	**70,586**
10	2,574	1,243	17,665	4,234	34,945	29,540	31,121	**60,661**
11	2,214	1,211	14,159	3,386	31,895	25,881	26,984	**52,865**
12	2,050	1,144	12,697	2,869	29,543	23,852	24,451	**48,303**
UE	291	36	1,400	175	1,483	1,202	2,183	**3,385**
US	740	72	2,526	449	3,094	2,427	4,454	**6,881**
Total	**40,029**	**16,847**	**284,993**	**59,688**	**470,518**	**423,007**	**449,068**	**872,075**
%	**4.5%**	**2.0%**	**32.7%**	**6.8%**	**54.0%**	**48.5%**	**51.5%**	**100.0%**

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AIMS

Students in the graduating class of 2006 will be required to "meet or exceed" the standards on the all three sections (reading, writing, and mathematics) of the Arizona's Instrument for Measuring Standards (AIMS) test to earn a high school diploma.

African American, Hispanic, and Native American students consistently score lower on all sections of the AIMS compared to Asian and white students.

It is important to note that based on the table below, students in grades 8 and higher are not required to pass all sections of the AIMS test to graduate from high school.

Females generally score higher on reading and Writing tests, while males generally score higher on the math test.

Table 2
Percentage "Meets or Exceeds" Standards on AIMS by Grade, Race/Ethnicity, and Gender 2001

	African American	Asian American	Hispanic	Native American	White	Female	Male
Grade 3							
Reading	61%	82%	58%	46%	83%	74%	68%
Writing	65%	87%	63%	51%	85%	79%	80%
Math	41%	74%	42%	27%	71%	57%	57%
Grade 5							
Reading	41%	74%	37%	26%	69%	58%	51%
Writing	41%	72%	37%	26%	66%	58%	49%
Math	24%	64%	25%	16%	55%	41%	41%
Grade 8							
Reading	43%	73%	37%	31%	71%	59%	54%
Writing	30%	61%	25%	18%	55%	48%	36%
Math	37%	6%	6%	6%	25%	16%	19%
Grade 10							
Reading	54%	78%	48%	38%	81%	70%	65%
Writing	22%	49%	17%	9%	47%	39%	31%
Math	17%	53%	14%	12%	42%	30%	33%
Grade 11							
Reading	54%	39%	34%	32%	62%	46%	44%
Writing	6%	13%	4%	4%	18%	11%	9%
Math	14%	41%	15%	14%	33%	23%	24%
Grade 12							
Reading	32%	25%	23%	29%	44%	31%	30%
Writing	5%	9%	3%	5%	13%	9%	6%
Math	10%	28%	10%	13%	20%	14%	16%

DROPOUT RATES

Arizona's total annual dropout rate has decreased between 1999 and 2002. Minority student dropout rates are improving at a faster rate (4.1%) than white students (2.1%). Minority student dropout rates (13.1%) are more than double that of the white students (6.4%).

In 2001-2002, Native American students in Arizona had the highest dropout rates (16.1%), followed by Hispanic students (13.2%), and then African American students (11.7%). White and Asian American students have the lowest dropout rates at 6.4% and 3.7% respectively.

Males continue to drop out at higher rates than females, although males are gaining ground.

Table 3
Annual Dropout Rate by Race/Ethnicity for High School Students (Grades 9-12) 1999-2002

	98-99	99-00	00-01	01-02
African American	15.4%	13.0%	11.9%	11.7%
Asian American	8.2%	4.8%	4.6%	3.7%
Hispanic	17.6%	15.4%	14.3%	13.2%
Native American	19.1%	16.8%	15.1%	16.1%
Total Minority	**17.2%**	**14.9%**	**13.7%**	**13.1%**
White	8.5%	8.1%	6.7%	6.4%
Female	10.8%	9.6%	8.7%	8.5%
Male	13.5%	12.6%	10.9%	10.4%
Total	**12.2%**	**11.1%**	**9.8%**	**9.5%**

Costs of Dropouts

The long-term individual and social costs of dropouts are addressed in *Dropping out of Arizona's schools: The Scope, the Costs, and Successful Strategies to Address the Crisis,* commissioned by AMEPAC and conducted by Intercultural Development Research Association. The costs of individuals who have dropped out was an annual loss of individual income estimated at $159.2 million and an estimated loss of $13.6 billion in personal income in their lifetimes if they work until they are 60 years old.

The cost to society includes an estimated $47.8 million in lost annual tax revenue to the state because of lower incomes and an estimated $4.7 billion over the course of their lifetimes.

GRADUATION RATES - SECONDARY

Total graduation rates have increased slightly between 1993 and 2001. African American (63.4%), Hispanic (57.1%), and Native American (59.9%) student populations continue to graduate at lower rates compared to White (79.5%) and Asian (83.5%) students.

Total minority student graduation rates (59.5%) are significantly lower than white (79.5%) students. The gap between graduation rates of minority students and white students continues to grow. In 1993, the gap between minority and white student graduation rates was 16%. By 2001, the gap has grown to 20%.

Females graduate at a higher percentile than do males. In 2001, female graduation rates were 74.5% compared to males 67.3%, or a 7.2% differential rate.

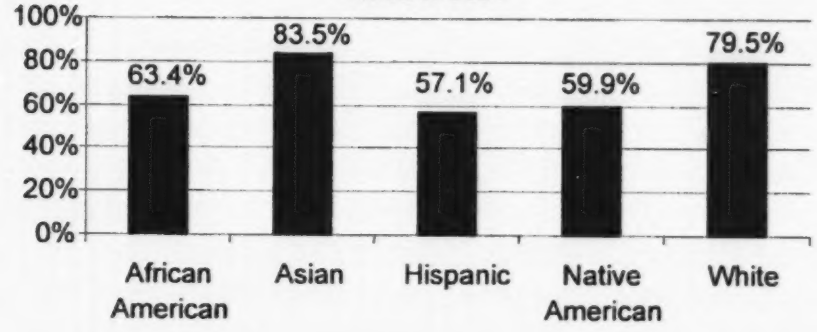
Table 4

Four-Year High School Graduation Rates by Race/Ethnicity and Gender
Class 1993, 1994, 2000, 2001

	Class of 1993	Class of 1994	Class of 2000	Class of 2001
African American	59.5%	61.7%	67.8%	63.4%
Asian	78.3%	80.5%	84.0%	83.5%
Hispanic	55.6%	57.2%	58.6%	57.1%
Native American	61.5%	55.3%	55.9%	59.9%
Total Minority	**58.2%**	**58.6%**	**60.3%**	**59.5%**
White	74.2%	76.2%	78.9%	79.5%
Female	71.3%	73.7%	75.2%	74.5%
Male	64.8%	65.0%	67.0%	67.3%
Total	**68.0%**	**69.3%**	**71.0%**	**70.8%**

Figure 2

Four-year Graduation Rates by Race/Ethnicity
Class of 2001



ADVANCED PLACEMENT TESTS

Advanced Placement courses and tests (offered by the College Board) allow high school students an opportunity to try college-level work and potentially earn college credits. Postsecondary institutions generally award credit for AP test scores of 3, 4, or 5.

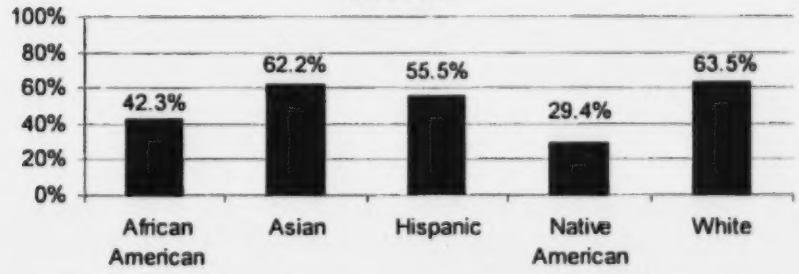
In 2001-2002, Arizona students of color (56.0%) proportionally received fewer scores of 3 through 5 than white students (63.5%). It is important to note that students of color only represent 22.5% of the total test takers compared to white students who represent 71.5 percent.

More female students take the AP tests than males, but females proportionally receive fewer 3 through 5 scores than males.

Table 5
Advanced Placement Scores by Race/Ethnicity and Gender
2001-2002

	No. Test Takers	% of Total	No. Tests Taken	% AZ Scores 3-5	% National Scores 3-5
African American	146	1.5%	215	42.3%	33.3%
Asian	737	7.5%	1,400	62.2%	65.5%
Hispanic	1,194	12.2%	1,764	55.5%	52.8%
Native American	125	1.3%	177	29.4%	46.1%
Total Minority	**2,202**	**22.5%**	**3,556**	**56.0%**	**55.8%**
White	6,987	71.5%	11,719	63.5%	66.5%
Other/No Response	577	45.9%	927	57.0%	64.7%
Female	5,505	56.4%	8,915	58.7%	60.7%
Male	4,261	43.6%	7,287	64.9%	66.6%
Total	**9,766**	**100.0%**	**16,202**	**61.5%**	**63.4%**

Figure 3
Percentage AP Scores 3 or Higher
2001-2002



ELIGIBILITY FOR UNIVERSITY ADMISSION

The Arizona Board of Regents conducted an eligibility study for university admission requirements for cohort years 1996 and 1998 after the Board increased requirements from 14 to 16 courses. Student transcripts were collected to measure the eligibility rates of students in meeting core courses in high school.

Findings showed that less than half (41.7%) of all students were eligible in meeting the courses required for admission to the public universities. Four years of math was the largest barrier for all students.

Native Americans had the lowest total eligibility rate (21.4%), followed by African Americans (27.1%), and Hispanics (29.0%). Asian American and white students had the highest eligibility rates at 61.8% and 48.6% respectively.

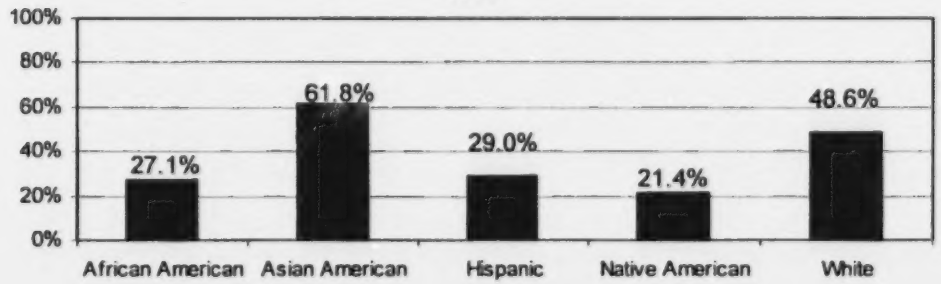
Female students had higher eligibility rates (43.6%) than male students (38.2%).

The Board is currently conducting a follow-up eligibility study anticipated to be completed in spring 2004.

Table 6
Eligibility for Arizona University Admission
By Race/Ethnicity and Gender
1998

	English	Math	Lab. Science	Social Science	Foreign Language	Fine Arts	Total Eligibility
African American	75.0%	27.1%	47.2%	98.5%	46.9%	73.2%	**27.1%**
Asian	69.3%	53.8%	69.3%	97.2%	73.6%	78.8%	**61.8%**
Hispanic	69.2%	25.9%	54.5%	97.8%	48.5%	67.4%	**29.0%**
Native American	75.8%	32.8%	48.2%	98.2%	44.5%	76.7%	**21.4%**
White	81.1%	38.8%	64.2%	99.4%	63.3%	77.9%	**48.6%**
Female	77.4%	34.7%	60.5%	99.2%	61.1%	81.9%	**43.6%**
Male	77.5%	34.0%	58.5%	98.5%	53.4%	68.2%	**38.2%**
Total	**76.7%**	**35.2%**	**60.3%**	**98.8%**	**58.0%**	**75.1%**	**41.7%**

Figure 4
Eligibility Rate by Race/Ethnicity
1998



ACT & SAT TEST SCORES

The two most prominent tests used for college admission are the ACT and the SAT. Arizona students scored higher than the national averages on both tests. Students of colors in Arizona also scored higher than the national average for all minority students.

African American, Hispanic, and Native American students scored lower on both tests compared to white and Asian American students. Policy makers should take note that total minority mean scores do not currently meet Arizona Board of Regents requirements of 21 ACT, or 1040 SAT. The requirements for test scores will be delegated to the universities for students enrolling fall 2006.

On the SAT, males scored higher than females particularly in math but both genders scored virtually equal on the ACT.

Table 7
ACT Scores by Race/Ethnicity and Gender
2001-2002

	No. Test Takers	% of Total	AZ Composite Score	National Composite Score
African American	373	3.4%	18.1	16.8
Asian	381	3.5%	21.6	21.6
Hispanic	1,567	14.3%	19.3	18.4
Native American	980	8.9%	16.3	18.6
Total Minority	**3301**		**18.5**	**18.1**
White	6,496	59.3%	22.7	21.7
Female	6,589	60.1%	21.2	20.7
Male	4,273	39.0%	21.5	20.9
Total	**10,957**	**100.0%**	**21.3**	**20.8**

Table 8
SAT Scores by Race/Ethnicity and Gender
2001-2002

	No. Test Takers	% of Total	AZ Total Score	National Total Score
African American	465	3.0%	914	857
Asian American	701	4.6%	1,068	1,070
Hispanic	1,794	11.7%	963	911
Native American	195	1.3%	963	962
Total Minority	**3,155**	**20.6%**	**979**	**941**
White	8,920	58.2%	1,068	1,060
Other/No Response	3,246	4.7%	1,040	1,017
Female	8,401	54.8%	1,025	1,041
Male	6,920	45.2%	1,065	1,002
Total	**15,321**	**100.0%**	**1,043**	**1,020**

COLLEGE ENROLLMENT

The majority of students enrolled in Arizona's institutions attend public two-year colleges (52.5%), followed by public four-year institutions (32.2%), private four-year institutions (13%), and private two-year institutions (2.3%).

Students of color comprise 28.5% of the total enrollment in Arizona. The largest proportion of enrollment made up of minority students is at private and public two-year institutions. The largest number of degrees are Bachelor's (20,865), followed by Associate's (10,658), Master's (10,234), and doctorate/professional (1,380).

Females enroll at higher rates (55.2%) than males (44.8%).

Table 9
Postsecondary Enrollment
2000

	State:	Nation:
Enrollment:		
At public 4-year institutions	104,931	5,969,950
At public 2-year institutions	171,337	5,339,449
At private 4-year institutions	42,296	3,228,575
At private 2-year institutions	7,595	253,250
Undergraduate	285,473	12,681,231
Graduate	38,358	1,806,803
Professional	2,328	303,190
American Indian	13,178	145,281
Asian	11,345	909,658
Black	12,908	1,640,746
Hispanic	53,042	1,316,616
White	227,423	10,262,485
Foreign	8,263	516,438
Total	326,159	14,791,224
Enrollment highlights:		
Women	55.2%	56.1%
Full-time	50.3%	9.4%
Minority	28.5%	28.1%
Foreign	2.5%	3.5%
Proportion of enrollment made up of minority students:		
At public 4-year institutions	22.4%	25.1%
At public 2-year institutions	32.2%	33.3%
At private 4-year institutions	25.2%	24.2%
At private 2-year institutions	40.8%	34.8%
Degrees awarded:		
Associate	10,658	564,933
Bachelor's	20,865	1,237,875
Master's	10,234	457,056
Doctorate	764	44,808
Professional	616	80,057

DEGREES AWARDED

The number of students of color earning Associate's and Bachelor's degrees increased over the past decade. Between 1991 and 2001, total minority Associate degrees have increased by 197% and Bachelor degrees have increased by 70%.

Over the past decade, females are earning fewer Associate degrees and more Bachelor's and Master's degrees than males. Males continue to earn more doctorate and professional degrees than females.

Table 10
Degrees Awarded
10-year comparison

GRADUATION RATES - POSTSECONDARY

The information below captures only the data made available from the public universities. The methodology for reporting the data has changed for the last two years. Non-resident aliens and Unknowns have now been captured and reported separately.

Graduation rates for students of color fluctuate due to smaller cohort enrollment numbers. Areas of concern for policy makers include changes over a six year history such as: freshman: Asian American; lower-division: African American and American Indian; and upper-division: African American.

American Indian entering freshman graduation rates have more than doubled since 1991.

Upper-division transfer students have higher graduation rates than entering freshman and lower-division transfers students, but it is important to note that data is not available on the total number or percentage of freshman students who enter the community college system with the intent to transfer and graduate from an Arizona public institution.

Female student graduation rates are higher than males in all three categories.

Table 11
Graduation Rates by Race/Ethnicity, Gender, and Transfer
6-year history

INSTITUTIONS LISTING W/2001 ENROLLMENT

NAME	City	Fall 2001	Under grad	Men	Women	Nr Alien	African Amer	Amer Indian	Asian Amer	Hispanic	White	Unknown
ACADEMY OF RADIO BROADCASTING-PHOENIX	Phoenix	110		70.0%	30.0%		19.1%			28.2%	52.7%	
AIBT - INTERNATIONAL INSTITUTE OF THE AMERICAS	Phoenix	471		22.5%	77.5%		12.1%	7.0%	1.1%	43.3%	33.8%	2.8%
AIBT INTERNATIONAL INSTITUTE OF THE AMERICAS	Mesa	278		24.5%	75.5%		10.1%	14.0%	1.4%	24.8%	47.1%	2.5%
AIBT INTERNATIONAL INSTITUTE OF THE AMERICAS	Tucson	291		25.8%	74.2%		6.5%	9.3%	1.7%	46.0%	33.7%	2.7%
AMERICAN INDIAN COLL OF THE ASSEMBLIES OF GOD INC	Phoenix	74		41.9%	58.1%		5.4%	71.6%	2.7%	5.4%	14.9%	
AMERICAN INSTITUTE OF TECHNOLOGY	Phoenix	198		87.4%	12.6%		12.6%	2.5%	0.5%	11.6%	72.7%	
APOLLO COLLEGE	Tucson	**Enrollment data for this campus are combined with enrollment from Apollo College - Phoenix Inc**										
APOLLO COLLEGE-PHOENIX INC	Phoenix	1,240		22.7%	77.3%		6.5%	11.3%	1.5%	30.8%	47.6%	2.3%
APOLLO COLLEGE-TRI CITY INC	Mesa	**Enrollment data for this campus are combined with enrollment from Apollo College - Phoenix Inc**										
APOLLO COLLEGE-WESTSIDE	Phoenix	**Enrollment data for this campus are combined with enrollment from Apollo College - Phoenix Inc**										
ARGOSY UNIVERSITY-PHOENIX CAMPUS	Phoenix	207		22.2%	77.8%	1.4%	6.8%	1.4%	1.9%	3.4%	72.9%	12.1%
ARIZONA ACADEMY OF BEAUTY	Tucson	66		9.1%	90.9%	1.5%	4.5%	6.1%	10.6%	39.4%	37.9%	
ARIZONA ACADEMY OF BEAUTY INC	Tucson	70		11.4%	88.6%		11.4%	2.9%	1.4%	40.0%	44.3%	
ARIZONA AUTOMOTIVE INSTITUTE	Glendale	277		92.1%	7.9%		5.4%	14.8%		32.9%	45.1%	1.8%
ARIZONA COLLEGE OF ALLIED HEALTH	Glendale	188		5.3%	94.7%	0.5%	19.1%	8.0%		18.6%	31.4%	22.3%
ARIZONA STATE UNIVERSITY EAST	Mesa	2,403	1,862	50.0%	50.0%	2.4%	2.3%	2.5%	4.1%	11.0%	74.6%	3.2%
ARIZONA STATE UNIVERSITY-MAIN	Tempe	45,693	35,191	48.2%	51.8%	3.6%	3.2%	2.2%	5.1%	10.8%	71.4%	3.7%
ARIZONA STATE UNIVERSITY-WEST	Glendale	5,804	4,226	29.2%	70.8%	1.5%	4.3%	2.0%	4.2%	16.1%	68.7%	3.1%
ARIZONA WESTERN COLLEGE	Yuma	6,089		38.7%	61.3%	0.2%	3.2%	2.5%	1.3%	57.7%	32.8%	2.2%

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NAME	City	Fall 2001	Under grad	Men	Women	Nr Alien	African Amer	Amer Indian	Asian Amer	Hispanic	White	Unknown
ART INSTITUTE OF COLORADO	Phoenix	1,122		63.9%	36.1%	0.4%	1.9%	2.0%	1.3%	9.2%	39.3%	46.0%
ARTISTIC BEAUTY COLLEGES-CHANDLER	Chandler	56		7.1%	92.9%		7.1%	3.6%	5.4%	12.5%	67.9%	3.6%
ARTISTIC BEAUTY COLLEGES-FLAGSTAFF	Flagstaff	48		8.3%	91.7%		6.3%	12.5%		10.4%	29.2%	41.7%
ARTISTIC BEAUTY COLLEGES-GLENDALE	Glendale	91		5.5%	94.5%		15.4%			20.9%	62.6%	1.1%
ARTISTIC BEAUTY COLLEGES-PHOENIX	Glendale	139		7.2%	92.8%		5.8%	0.7%	0.7%	9.4%	44.6%	38.8%
ARTISTIC BEAUTY COLLEGES-PRESCOTT	Prescott	51		0.0%	100.0%			2.0%		3.9%	94.1%	
ARTISTIC BEAUTY COLLEGES-SCOTTSDALE	Scottsdale	49		12.2%	87.8%		2.0%	8.2%		6.1%	75.5%	8.2%
ARTISTIC BEAUTY COLLEGES-TUCSON	Tucson	174		2.3%	97.7%		3.4%	2.3%	0.6%	34.5%	51.1%	8.0%
CARSTEN INSTITUTE OF HAIR AND BEAUTY	Tempe	113		4.4%	95.6%		1.8%	2.7%		13.3%	82.3%	
CENTRAL ARIZONA COLLEGE	Coolidge	5,328		43.3%	56.7%	0.3%	3.6%	6.6%	0.7%	27.9%	57.9%	3.1%
CHANDLER/GILBERT COMMUNITY COLLEGE	Chandler	6,760		46.6%	53.4%	1.2%	2.0%	1.8%	3.6%	13.7%	70.3%	7.3%
CHAPARRAL CAREER COLLEGE	Tucson	343		41.1%	58.9%	0.3%	4.7%	13.4%	0.9%	37.9%	42.9%	
CHARLES OF ITALY BEAUTY COLLEGE	Lake Havasu city	66		4.5%	95.5%					10.6%	89.4%	
CLINTON TECHNICAL INSTITUTE-MOTORCYCLE MECH DIV	Phoenix	1,247		96.6%	3.4%	0.5%	0.6%	2.6%	1.8%	5.7%	80.2%	8.6%
COCHISE COLLEGE	Douglas	5,872		46.6%	53.4%	0.4%	7.5%	1.4%	3.2%	25.5%	55.6%	6.4%
COCONINO COUNTY COMMUNITY COLLEGE	Flagstaff	2,981		41.8%	58.2%	1.0%	17.8%	1.5%	8.2%	8.2%	70.0%	1.4%
COLLEGE AMERICA	Flagstaff	15		0.0%	100.0%			40.0%		20.0%	40.0%	
COLLINS COLLEGE	Tempe	2,052		68.4%	31.6%	0.0%	8.2%	5.1%	4.1%	17.4%	62.6%	2.4%
CONSERVATORY OF RECORDING ARTS AND SCIENCES	Tempe	389		89.7%	10.3%		5.1%	1.0%	2.3%	7.5%	84.1%	
DESERT INSTITUTE OF THE HEALING ARTS	Tucson	66		25.8%	74.2%		1.5%	1.5%	1.5%	15.2%	80.3%	
DEVOE COLLEGE OF BEAUTY	Sierra Vista	29		6.9%	93.1%		3.4%		3.4%	20.7%	72.4%	

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NAME	City	Fall 2001	Under grad	Men	Women	Nr Alien	African Amer	Amer Indian	Asian Amer	Hispanic	White	Unknown
DEVRY UNIVERSITY KELLER GRADUATE SCHOOL OF MANAGEMENT	Phoenix	3,050		76.3%	23.7%	0.9%	5.7%	4.7%	6.2%	14.7%	67.9%	
DEVRY UNIVERSITY KELLER GRADUATE SCHOOL OF MANAGEMENT	Mesa	No data available										
DEVRY UNIVERSITY KELLER GRADUATE SCHOOL OF MANAGEMENT	Scottsdale	No data available										
DEVRY UNIVERSITY-ARIZONA	Phoenix	3,050		76.3%	23.7%	0.9%	5.7%	4.7%	6.2%	14.7%	67.9%	
DIN-E COLLEGE	Tsaile	No data available										
EARLS ACADEMY OF BEAUTY	Mesa	85		2.4%	97.6%		5.9%	1.2%	4.7%	14.1%	74.1%	
EASTERN ARIZONA COLLEGE	Thatcher	6,373		41.8%	58.2%	0.4%	1.6%	6.9%	1.1%	17.3%	70.4%	2.3%
EDUCATION AMERICA-TEMPE CAMPUS	Tempe	335		45.7%	54.3%		13.1%	8.1%	3.0%	23.0%	51.9%	0.9%
EMBRY RIDDLE AERONAUTICAL UNIVERSITY-PRESCOTT	Prescott	1,740	1,724	83.9%	16.1%	8.8%	1.2%	1.3%	6.0%	5.1%	76.1%	1.5%
ESTRELLA MOUNTAIN COMMUNITY COLLEGE	Avondale	4,958		41.8%	58.2%	0.6%	5.0%	1.6%	3.0%	30.3%	51.7%	7.8%
EVEREST COLLEGE	Phoenix	240		35.4%	64.6%	2.1%	12.9%	11.3%	1.7%	23.3%	48.8%	
GATEWAY COMMUNITY COLLEGE	Phoenix	7,960		53.8%	46.2%	0.8%	6.4%	5.3%	2.3%	22.3%	56.9%	6.0%
GLENDALE COMMUNITY COLLEGE	Glendale	19,775		43.0%	57.0%	1.6%	4.3%	1.7%	4.2%	17.0%	63.4%	7.9%
GOLDEN GATE BAPTIST THEOLOGICAL SEMINARY-PHOENIX	Scottsdale	59		69.5%	30.5%		10.2%	1.7%	6.8%	3.4%	55.9%	22.0%
GOLF ACADEMY OF ARIZONA	Chandler	124		97.6%	2.4%			4.0%	4.0%	4.8%	87.1%	
GRAND CANYON UNIVERSITY	Phoenix	4,113		36.1%	63.9%	2.5%	3.4%	1.2%	2.0%	7.1%	55.8%	27.9%
HDS TRUCK DRIVING INSTITUTE	Tucson	No data available										
HIGH-TECH INSTITUTE	Phoenix	1,189		75.0%	25.0%	0.1%	8.5%	8.2%	2.8%	31.4%	44.2%	4.9%
INTERNATIONAL ACADEMY OF HAIR DESIGN	Tempe	87		13.8%	86.2%		11.5%	2.3%	14.9%	24.1%	44.8%	2.3%

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NAME	City	Fall 2001	Under grad	Men	Women	Nr Alien	African Amer	Amer Indian	Asian Amer	Hispanic	White	Unknown
INTERNATIONAL BAPTIST COLLEGE	Tempe	87	78	62.8%	37.2%	1.3%	5.1%	2.6%	3.8%	6.4%	80.8%	
INTERNATIONAL INSTITUTE OF THE AMERICAS	Phoenix	249		25.7%	74.3%		14.1%	13.3%	1.6%	35.3%	31.7%	4.0%
ITT TECHNICAL INSTITUTE	Tucson	280		88.2%	11.8%	1.8%	3.9%	2.5%	2.1%	31.4%	46.4%	11.8%
ITT TECHNICAL INSTITUTE	Phoenix	417		88.2%	11.8%	4.8%	3.1%	2.6%	2.9%	12.7%	32.1%	41.7%
LAMSON COLLEGE	Tempe	130		35.4%	64.6%		7.7%	5.4%	6.2%	12.3%	51.5%	16.9%
LONG TECHNICAL COLLEGE	Phoenix	285		21.4%	78.6%		3.2%	4.9%	0.7%	14.4%	74.4%	2.5%
MARICOPA BEAUTY COLLEGE	Avondale	91		2.2%	97.8%		2.2%		3.3%	33.0%	59.3%	2.2%
MARICOPA SKILL CENTER	Phoenix	4,843		49.8%	50.2%	18.0%	6.9%	6.3%	2.1%	24.6%	35.7%	6.4%
MESA COMMUNITY COLLEGE	Mesa	23,562		46.8%	53.2%	2.3%	3.3%	3.0%	4.1%	13.2%	66.8%	7.2%
METROPOLITAN COLLEGE	Phoenix	107		1.9%	98.1%		3.7%	2.8%	0.9%	26.2%	66.4%	
MIDWESTERN UNIVERSITY	Glendale	1,063	118	35.6%	64.4%		4.2%		4.2%	6.8%	80.5%	4.2%
MOHAVE COMMUNITY COLLEGE	Kingman	5,279		32.5%	67.5%		0.6%	2.2%	1.6%	9.6%	82.3%	3.6%
MUNDUS INSTITUTE	Phoenix	60		88.3%	11.7%	3.3%	1.7%	3.3%			91.7%	
NORTH AMERICAN TECHNICAL COLLEGE	Phoenix	No data available										
NORTHERN ARIZONA UNIVERSITY	Flagstaff	19,728	13,740	40.5%	59.5%	1.5%	1.6%	7.3%	1.7%	9.7%	77.7%	0.4%
NORTHLAND PIONEER COLLEGE	Holbrook	5,084		33.6%	66.4%		1.0%	27.6%	0.7%	6.2%	58.2%	6.3%
OTTAWA UNIVERSITY-PHOENIX	Phoenix	2,411	1,363	28.6%	71.4%		4.7%	0.8%	1.2%	8.0%	62.7%	22.6%
PARADISE VALLEY COMMUNITY COLLEGE	Phoenix	7,349		40.7%	59.3%	1.6%	1.6%	1.3%	2.9%	9.3%	73.4%	10.0%
PHOENIX CAREER COLLEGE	Phoenix	69		20.3%	79.7%		5.8%	1.4%		4.3%	88.4%	
PHOENIX COLLEGE	Phoenix	12,296		39.2%	60.8%	1.2%	6.2%	3.7%	2.7%	28.4%	38.4%	19.5%
PHOENIX FIRST PASTORS COLLEGE	Phoenix	No data available										
PHOENIX THERAPEUTIC MASSAGE COLLEGE	Scottsdale	139		25.9%	74.1%		2.9%	4.3%	2.2%	10.1%	74.1%	6.5%
PIMA COMMUNITY COLLEGE	Tucson	28,176		43.8%	56.2%	2.2%	3.9%	3.6%	3.1%	28.5%	52.7%	6.0%
PIMA MEDICAL INSTITUTE	Tucson	523		14.9%	85.1%		5.4%		0.6%	20.3%	63.7%	10.1%

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NAME	City	Fall 2001	Under grad	Men	Women	Nr Alien	African Amer	Amer Indian	Asian Amer	Hispanic	White	Unknown
PIMA MEDICAL INSTITUTE	Mesa	648		13.3%	86.7%		3.4%		1.5%	47.1%	48.0%	
PIMA MEDICAL INSTITUTE-MESA	Mesa	71		12.7%	87.3%		9.9%			12.7%	62.0%	15.5%
PRESCOTT COLLEGE	Prescott	1,005	827	41.5%	58.5%	0.4%	1.1%	4.5%	0.7%	4.2%	82.2%	27.0%
REFRIGERATION SCHOOL INC	Phoenix	230		99.6%	0.4%		7.8%	7.4%	1.7%	23.0%	53.0%	7.0%
RIO SALADO COMMUNITY COLLEGE	Tempe	12,376		37.3%	62.7%	0.3%	3.6%	1.2%	3.0%	7.9%	59.5%	24.6%
ROBERTO-VENN SCHOOL OF LUTHIERY	Phoenix	33		97.0%	3.0%	6.1%				3.0%	90.9%	
SAFFORD COLLEGE OF BEAUTY	Safford	41		0.0%	100.0%		2.4%			36.6%	61.0%	
SCOTTSDALE COMMUNITY COLLEGE	Scottsdale	11,328		45.6%	54.4%	2.5%	1.7%	3.9%	2.5%	8.0%	73.4%	7.9%
SCOTTSDALE CULINARY INSTITUTE	Scottsdale	723		66.7%	33.3%		0.7%	0.3%	0.6%	1.8%	96.5%	0.1%
SOUTH MOUNTAIN COMMUNITY COLLEGE	Phoenix	3,406		39.6%	60.4%	1.2%	12.9%	3.1%	2.0%	45.8%	27.7%	7.3%
SOUTHWEST COLLEGE OF NATUROPATHIC MED & HEALTH SCI	Tempe	275		26.9%	73.1%	3.3%	7.6%	1.1%	4.7%	4.0%	76.7%	2.5%
SOUTHWEST SKILL CENTER-CAMPUS OF ESTRELLA MTN CC	Avondale	71		8.5%	91.5%		7.0%	2.8%	1.4%	54.9%	26.8%	7.0%
SOUTHWESTERN CONSERVATIVE BAPTIST BIBLE COLLEGE	Phoenix	102		36.3%	63.7%		6.9%	1.0%	1.0%	2.9%	88.2%	
SOUTHWESTERN SCHOOL OF MISSIONS-INDIAN BIBLE COLL	Flagstaff	No data available										
THE ART CENTER DESIGN COLLEGE-TUCSON	Tucson	No data available										
THE BRYMAN SCHOOL	Phoenix	944		17.6%	82.4%		6.1%	7.7%	1.6%	31.0%	45.1%	8.4%
THUNDERBIRD-THE AMERICAN GRAD SCH OF INTRNTL MGT	Glendale	1,548		73.8%	26.2%	67.4%	0.3%	0.2%	1.9%	2.0%	19.4%	8.8%
TONI & GUY HAIRDRESSING ACADEMY	Scottsdale	92		13.0%	87.0%	4.3%		2.2%	1.1%	10.9%	81.5%	
TUCSON COLLEGE	Tucson	158		21.5%	78.5%	0.6%	9.5%	3.8%	1.3%	34.8%	44.3%	5.7%

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NAME	City	Fall 2001	Under grad	Men	Women	Nr Alien	African Amer	Amer Indian	Asian Amer	Hispanic	White	Unknown
UNIVERSAL TECHNICAL INSTITUTE INC	Phoenix	1,777		99.0%	1.0%	0.2%	2.0%	2.9%	7.1%	20.0%	46.3%	21.4%
UNIVERSITY OF ADVANCING COMPUTER TECHNOLOGY	Tempe	729	717	81.7%	18.3%	2.1%	5.9%	1.4%	2.6%	10.7%	74.2%	3.1%
UNIVERSITY OF ARIZONA	Tucson	35,747	27,532	47.3%	52.7%	4.2%	2.8%	2.0%	5.7%	14.4%	68.4%	2.5%
UNIVERSITY OF PHOENIX-ONLINE CAMPUS	Phoenix	28,930	19,942	45.4%	54.6%		5.4%	0.8%	1.8%	3.3%	44.9%	43.8%
UNIVERSITY OF PHOENIX-PHOENIX CAMPUS	Phoenix	7,586	4,551	45.5%	54.5%		4.5%	1.6%	2.1%	6.6%	44.5%	40.7%
UNIVERSITY OF PHOENIX-SOUTHERN ARIZONA CAMPUS	Tucson	2,993	2,083	42.9%	57.1%		6.7%	3.5%	2.1%	18.7%	46.8%	22.1%
WESTERN INTERNATIONAL UNIVERSITY	Phoenix	1,322	966	40.0%	60.0%	2.5%	5.4%	1.3%	2.3%	12.5%	55.8%	20.2%
YAVAPAI COLLEGE	Prescott	8,162		37.0%	63.0%	0.0%	0.5%	1.7%	0.9%	4.5%	70.4%	22.1%

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SOURCES

DEMOGRAPHICS

Population:
SOURCE: Census Bureau (http://www.census.gov)
DATE: 2001

Age distribution:
SOURCE: Census Bureau (http://www.census.gov)
DATE: 2000

Racial and ethnic distribution:
SOURCE: Census Bureau (http://www.census.gov)
DATE: 2000
NOTE: The complete names of the racial and ethnic categories are as follows: American Indian and Alaska Native; Asian; black or African-American; Native Hawaiian and other Pacific Islander; Hispanic or other Latino; and white.

Educational attainment of adults (highest level):
SOURCE: Census Bureau (http://www.census.gov)
DATE: 2000
NOTE: Figures cover people 25 years and older.

Per-capita personal income:
SOURCE: U.S. Department of Commerce (http://www.commerce.gov)
DATE: 2001 (preliminary)

Poverty rate:
SOURCE: Census Bureau (http://www.census.gov)
DATE: 1999-2000 average
NOTE: Figures are estimates based on a survey of 60,000 households conducted in March 2000 and March 2001. The figures are subject to sampling error, and the Census Bureau advises against using them to rank the states. Poverty thresholds vary by family size and composition. In 2000, for example, the threshold for a family of four was $17,463.

New high-school graduates:
SOURCE: Western Interstate Commission for Higher Education (http://www.wiche.edu)
DATE: Projections for 2002-3 and 2011-12 were made in March 1998.
NOTE: The projections cover both public and nonpublic high-school graduates in all states.

PK-12 PREPARATION

PK-12 Enrollments:
SOURCE: Arizona Department of Education, October Enrollment Counts Report (http://www.ade.state.az.us/researchpolicy/azenroll/)
DATE: 1997, 1998, 1999, 2000
NOTE: PS ~ Preschool, K ~ Kindergarten, UE ~ Ungraded Elementary, US ~ Ungraded Secondary who are not enrolled in school.

AIMS Scores
SOURCE: Arizona Department of Education, AIMS Results (http://www.ade.state.az.us/standards/aims/)
DATE: 2001
NOTE: AIMS scores were not shown in the table for students who did not identify gender or race/ethnicity.

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Dropout Rates:
SOURCE: Arizona Department of Education, Annual Dropout Rate Study: 2001-2002 (http://www.ade.state.az.us/researchpolicy/dropoutinfo/) & *Dropping out of Arizona's schools: The scope, the costs, and successful strategies to address the crisis.* Commissioned by Arizona Minority Education Policy Center, research conducted by Intercultural Development Research Association. (http://www.acpe.asu.edu/AMEPAC_Study_Complete_online.pdf)
DATE: ADOE Dropout Rates 2001-2002, AMEPAC Commissioned study 2002
NOTE: ADOE calculates annual dropout rates by dividing the dropout count by the total enrollment.

Graduation Rates:
SOURCE: Arizona Department of Education, Graduation Rate Study (http://www.ade.state.az.us/ResearchPolicy/grad/)
DATE: 1993, 1994, 2000, 2001
NOTE: ADOE calculates four-year graduation rates by dividing the number of graduating students by the total enrollment.

Advanced Placement Scores
SOURCE: College Board, State Summary Report 2002-2003
DATE: Data for 2001-2002

Eligibility Study:
SOURCE: Arizona Board of Regents. The 1996-1998 Arizona High School Transcript Study
DATE: 2000
NOTE: 16 core courses include: 4 yrs. English, 4 yrs. Math, 3 yrs. Lab Science, 2 yrs. Social Science, 2 yrs. Foreign Language, and 1 yr. Fine Arts

ACT/SAT Scores:
SOURCE: ACT, High School Profile Report: Graduating High School Class 2002. SAT, College Board, State Summary Report 2002-2003
DATE: ACT 2002-2003, SAT 2002-2003
NOTES: ACT: Number of students reporting other or no response to race/ethnicity (1,160). Number of students with no response to gender (95).

POSTSECONDARY EDUCATION

College Enrollment
SOURCE: The Chronicle of Higher Education
DATE: Almanac 2002-3

Graduation Rates - Postsecondary
SOURCE: Arizona Board of Regents. Undergraduate Consolidated Accountability Report, March 2003
DATE: Almanac 2002-3

Degrees Awarded
SOURCE: U.S. Department of Education (http://www.ed.gov)
DATE: IPEDS Completions 1990-91 and 2000-01

College Enrollment Listing
SOURCE: U.S. Department of Education (http://www.ed.gov)
DATE: IPEDS COOL Website Fall 2001

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GLOSSARY

Advanced Placement
Advanced Placement courses and tests (offered by the College Board) allow high school students an opportunity to try college-level work and potentially earn college credits. Postsecondary institutions generally award credit for AP test scores of 3, 4, or 5.

American College Testing Program (ACT)
The ACT assessment program measures educational development and readiness to pursue college-level coursework in English, mathematics, natural science, and social studies. Student performance on the tests does not reflect innate ability and is influenced by a student's educational preparedness.

Arizona's Instrument for Measuring Standards (AIMS)
AIMS measures students achievement of the Arizona Academic Standards adopted by the State Board of Education in three subject areas: reading, Writing, and mathematics. Students graduating in 2006 will be required to pass all sections of the AIMS test to receive a high school diploma.

Associate degree
A degree granted for the successful completion of a sub-baccalaureate program of studies, usually requiring at least 2 years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

Bachelor's degree
A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

Degree-granting institutions
Postsecondary institutions that are eligible for Title IV federal financial aid programs and that grant an associate's or higher degree. For an institution to be eligible to participate in Title IV financial aid programs it must offer a program of at least 300 clock hours in length, have accreditation recognized by the U.S. Department of Education, have been in business for at least 2 years, and have signed a participation agreement with the Department.

Doctor's degree
An earned degree carrying the title of Doctor. The Doctor of Philosophy degree (Ph.D.) is the highest academic degree and requires mastery within a field of knowledge and demonstrated ability to perform scholarly research. Other doctorates are awarded for fulfilling specialized requirements in professional fields, such as education (Ed.D.), musical arts (D.M.A.), business administration (D.B.A.), and engineering (D.Eng. or D.E.S.). Many doctor's degrees in academic and professional fields require an earned master's degree as a prerequisite. First-professional degrees, such as M.D. and D.D.S., are not included under this heading.

Dropout Rates
The Arizona Department of Education calculates annual dropout rates by dividing the total number of dropout counts by the total class size.

Educational attainment
The highest grade of regular school attended and completed.

Enrollment
The total number of students registered in a given school unit at a given time, generally in the fall of a year.

First-professional degree
A degree that signifies both completion of the academic requirements for beginning practice in a given profession and a level of professional skill beyond that normally required for a bachelor's degree. This degree usually is based on a program requiring at least 2 academic years of work prior to entrance and a total of at least 6 academic years of work to complete the degree program, including both prior-required college work and the professional program itself. By NCES definition, first-professional degrees are awarded in the fields of dentistry (D.D.S. or D.M.D.), medicine (M.D.), optometry (O.D.), osteopathic medicine (D.O.), pharmacy (D.Phar.), podiatric medicine (D.P.M.), veterinary medicine (D.V.M.), chiropractic (D.C. or D.C.M.), law (J.D.), and theological professions (M.Div. or M.H.L.).

Full-time enrollment
The number of students enrolled in higher education courses with total credit load equal to at least 75 percent of the normal full-time course load.

Graduate
An individual who has received formal recognition for the successful completion of a prescribed program of studies.

Graduate enrollment (Postsecondary)
The number of students who hold the bachelor's or first-professional degree, or the equivalent, and who are working towards a master's or doctor's degree. First-professional students are counted separately. These enrollment data measure those students who are registered at a particular time during the fall. At some institutions, graduate enrollment also includes students who are in postbaccalaureate classes but not in degree programs. In specified tables, graduate enrollment includes all students in regular graduate programs and all students in postbaccalaureate classes but not in degree programs (unclassified postbaccalaureate students).

Graduation Rates (K-12)
The Arizona Department of Education calculates four-year graduation rates by dividing the number of four-year graduating students by the total class size.

Lower –Division Transfer
Students who entered the university in a fall semester as full-time students (taking 12 or more credit hours) who brought with them between 12 and 55 transferable credits.

Master's degree
A degree awarded for successful completion of a program generally requiring 1 or 2 years of full-time college-level study beyond the bachelor's degree.

Nonresident alien
A person who is not a citizen of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.

Part-time enrollment
The number of students enrolled in higher education courses with a total credit load less than 75 percent of the normal full-time credit load.

Postsecondary education
The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs of an academic, vocational, and continuing professional education purpose, and excludes avocational and adult basic education programs.

Private school or institution
A school or institution which is controlled by an individual or agency other than a state, a subdivision of a state, or the federal government, which is usually supported primarily by other than public funds, and the operation of whose program rests with other than publicly elected or appointed officials. Private schools and institutions include both nonprofit and proprietary institutions.

Public school or institution
A school or institution controlled and operated by publicly elected or appointed officials and deriving its primary support from public funds.

Racial/ethnic group
Classification indicating general racial or ethnic heritage based on self-identification, as in data collected by the U.S. Bureau of the Census or on observer identification, as in data collected by the Office for Civil Rights. These categories are in accordance with the Office of Management and Budget standard classification scheme presented below:

> ***African American***
> A person having origins in any of the black racial groups in Africa. Normally excludes persons of Hispanic origin except for tabulations produced by the U.S. Bureau of the Census, which are noted accordingly in this volume.
>
> ***American Indian or Alaskan Native***
> A person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.
>
> ***Asian or Pacific Islander***
> A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
>
> ***Hispanic***
> A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
>
> ***White***
> A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. Normally excludes persons of Hispanic origin except for tabulations produced by the U.S. Bureau of the Census, which are noted accordingly in this volume.

Scholastic Aptitude Test (SAT)
The SAT standardized test is administered through the College Board and measures verbal and mathematical reasoning skills students have developed over time and skills they need to be successful academically. The SAT is scored on a scale of 200-800 and is typically taken by high school juniors and seniors.

Undergraduate students
Students registered at an institution of higher education who are working in a program leading to a baccalaureate degree or other formal award below the baccalaureate, such as an associate degree.

Upper-Division Transfer Students
Students who entered the university in a fall semester as full-time students (taking 12 or more units) who brought with them 56 or more transferable credits.

Vocational education
Organized educational programs, services, and activities which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career, requiring other than a baccalaureate or advanced degree.

Commissioned AMEPAC
Research Publications and Policy Papers:

1) **Dropping Out of Arizona's School: the Scope, the Costs, and Successful Strategies to Address the Crisis**
By the Intercultural Development and Research Association, San Antonio, Texas, (2002)

2) **Minority Student Achievement and Workforce Success in Arizona: A Research Study**
By the Mexican American Studies & Research Center, The University of Arizona, (1998).

3) **Arizona Minority Dropout Solutions**
Prepared by Susan E. Brichler, M.A. (2001)

4) **Corporations & Schools: An Integrated Partnership**
Presented by William J. Post, President and Chief Executive Officer, Arizona Public Service Company, (1997).

5) **Arizona Education – Birth to Grad School: An Exploration into Arizona Educational Demographics**
By Harold Hodgkinson, Center for Demographic Policy, Washington, D.C., (1996).

For a copy of these publications, please contact AMEPAC at (602) 258-2435, Ext. 101

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